

## St James-Santee Elementary

8900 Highway 17 North  
McClellanville, SC 29458

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	244 Students	
<b>Principal</b>	Lerah Lee	843-723-0863
<b>Superintendent</b>	Dr. Maria L. Goodloe-Johnson	843-937-6319
<b>Board Chair</b>	Ms. Nancy Cook	873-760-2635

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

### ABSOLUTE RATING

### BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	19	73	39

### IMPROVEMENT RATING

### UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

### NO

This school met 10 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Average	Good	Yes
<b>2005</b>	Below Average	Unsatisfactory	No
<b>2006</b>	Below Average	Unsatisfactory	No

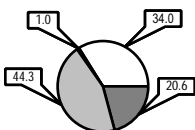
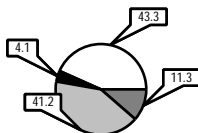
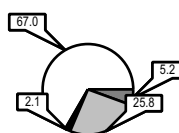
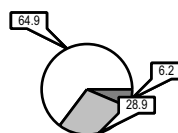
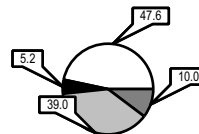
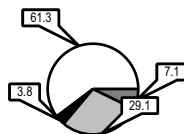
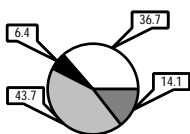
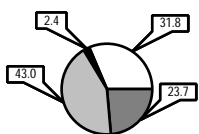
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

100.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	98	100.0	34.0	44.3	20.6	1.0	28.9	Yes	Yes
<b>Gender</b>									
Male	51	100.0	52.0	28.0	18.0	2.0	24.0	N/A	N/A
Female	47	100.0	14.9	61.7	23.4	0.0	34.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	87	100.0	34.9	44.2	19.8	1.2	27.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	88	100.0	29.9	46.0	23.0	1.1	32.2	N/A	N/A
Disabled	10	100.0	70.0	30.0	0.0	0.0	0.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	98	100.0	34.0	44.3	20.6	1.0	28.9	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	97	100.0	34.4	43.8	20.8	1.0	29.2	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	89	100.0	34.1	45.5	19.3	1.1	28.4	Yes	Yes
Full-pay meals	9	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	98	100.0	43.3	41.2	11.3	4.1	24.7	No	Yes
<b>Gender</b>									
Male	51	100.0	52.0	34.0	10.0	4.0	16.0	N/A	N/A
Female	47	100.0	34.0	48.9	12.8	4.3	34.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	87	100.0	44.2	40.7	12.8	2.3	24.4	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	88	100.0	41.4	41.4	12.6	4.6	27.6	N/A	N/A
Disabled	10	100.0	60.0	40.0	0.0	0.0	0.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	98	100.0	43.3	41.2	11.3	4.1	24.7	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	97	100.0	42.7	41.7	11.5	4.2	25.0	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	89	100.0	43.2	43.2	10.2	3.4	23.9	No	Yes
Full-pay meals	9	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	98	100.0	67.0	25.8	5.2	2.1	7.2
<b>Gender</b>							
Male	51	100.0	66.0	24.0	6.0	4.0	10.0
Female	47	100.0	68.1	27.7	4.3	0.0	4.3
<b>Racial/Ethnic Group</b>							
White	8	100.0	I/S	I/S	I/S	I/S	I/S
African American	87	100.0	69.8	23.3	4.7	2.3	7.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	88	100.0	64.4	27.6	5.7	2.3	8.0
Disabled	10	100.0	90.0	10.0	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	98	100.0	67.0	25.8	5.2	2.1	7.2
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	97	100.0	66.7	26.0	5.2	2.1	7.3
<b>Socio-Economic Status</b>							
Subsidized meals	89	100.0	68.2	27.3	3.4	1.1	4.5
Full-pay meals	9	100.0	I/S	I/S	I/S	I/S	I/S

<b>Social Studies</b>							
All Students	98	100.0	64.9	28.9	6.2	0.0	6.2
<b>Gender</b>							
Male	51	100.0	70.0	24.0	6.0	0.0	6.0
Female	47	100.0	59.6	34.0	6.4	0.0	6.4
<b>Racial/Ethnic Group</b>							
White	8	100.0	I/S	I/S	I/S	I/S	I/S
African American	87	100.0	62.8	31.4	5.8	0.0	5.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	88	100.0	62.1	31.0	6.9	0.0	6.9
Disabled	10	100.0	90.0	10.0	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	98	100.0	64.9	28.9	6.2	0.0	6.2
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	97	100.0	64.6	29.2	6.3	0.0	6.3
<b>Socio-Economic Status</b>							
Subsidized meals	89	100.0	67.0	27.3	5.7	0.0	5.7
Full-pay meals	9	100.0	I/S	I/S	I/S	I/S	I/S

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	33	100.0	37.5	43.8	18.8	0.0	18.8
	4	48	100.0	37.0	52.2	10.9	0.0	10.9
	5	49	100.0	40.9	45.5	13.6	0.0	13.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	29	100.0	24.1	37.9	34.5	3.4	37.9
	4	27	100.0	29.6	51.9	18.5	0.0	18.5
	5	42	100.0	43.9	43.9	12.2	0.0	12.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	33	100.0	31.3	62.5	6.3	0.0	6.3
	4	48	100.0	45.7	32.6	17.4	4.3	21.7
	5	49	100.0	31.8	52.3	13.6	2.3	15.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	29	100.0	31.0	44.8	17.2	6.9	24.1
	4	27	100.0	48.1	40.7	11.1	0.0	11.1
	5	42	100.0	48.8	39.0	7.3	4.9	12.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	33	100.0	65.6	31.3	3.1	0.0	3.1
	4	48	100.0	69.6	19.6	8.7	2.2	10.9
	5	49	100.0	63.6	25.0	9.1	2.3	11.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	29	100.0	62.1	27.6	3.4	6.9	10.3
	4	27	100.0	51.9	40.7	7.4	0.0	7.4
	5	42	100.0	80.5	14.6	4.9	0.0	4.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	33	100.0	56.3	43.8	0.0	0.0	0.0
	4	48	100.0	41.3	54.3	4.3	0.0	4.3
	5	49	100.0	50.0	47.7	2.3	0.0	2.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	29	100.0	55.2	31.0	13.8	0.0	13.8
	4	27	100.0	48.1	48.1	3.7	0.0	3.7
	5	42	100.0	82.9	14.6	2.4	0.0	2.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 244)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 97.1%	100.0%	100.0%
Retention rate	0.9%	Down from 4.3%	3.8%	2.8%
Attendance rate	94.7%	Down from 95.7%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 5.4%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 5.4%	0.0%	0.0%
Eligible for gifted and talented	4.0%	Up from 2.3%	3.8%	10.4%
On academic plans	74.6%	N/AV	49.0%	33.6%
On academic probation	76.2%	N/AV	2.6%	1.0%
With disabilities other than speech	3.7%	Down from 8.8%	7.2%	7.5%
Older than usual for grade	0.5%	Down from 1.8%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 23)</b>				
Teachers with advanced degrees	52.2%	Up from 48.1%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	19.2%	N/A	4.9%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 15.0%	2.9%	0.0%
Teachers returning from previous year	75.0%	Down from 79.2%	83.2%	87.3%
Teacher attendance rate	92.8%	Up from 92.5%	94.6%	94.9%
Average teacher salary	\$39,548	Down 1.1%	\$41,360	\$42,485
Prof. development days/teacher	10.9 days	Down from 23.2 days	14.7 days	13.3 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	13.6 to 1	Down from 15.8 to 1	16.4 to 1	18.6 to 1
Prime instructional time	85.5%	Down from 86.2%	88.4%	89.7%
Dollars spent per pupil*	\$10,763	Up 32.7%	\$7,724	\$6,557
Percent of expenditures for teacher salaries*	43.3%	Down from 61.3%	60.6%	64.0%
Percent of expenditures for instruction*	65.9%		68.0%	69.1%
Opportunities in the arts	Poor	Down from Good	Good	Good
Parents attending conferences	99.0%	Up from 98.4%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Good	No change	Good	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

St. James-Santee Elementary continues to strive for excellence by providing a safe, nurturing, and healthy environment for all students. We are working diligently to ensure that we provide explicit instruction in all content areas by attending monthly professional book studies, bi-weekly professional learning meetings centered around data analysis and best practices, and weekly grade-level team meetings that are focused on academic achievement for all students.

The Spring 2006 implementation of the MAP test revealed that our students in grades three, four, and five made an overall gain of 11.9 in reading. While we are pleased with the gains that our students have made on the Dominie and MAP assessments, we are concerned about the scores that our students are receiving in mathematics. The continued turnover in our PACT grades for the past six consecutive years has made a significant impact on our student achievement in all content areas. Retaining and attracting qualified teachers for our rural community continues to be our focus to ensure that our students receive a high quality education in all grade levels and provides the continuity that is needed to ensure that we maintain a rigorous curriculum.

St. James-Santee Elementary provided many programs this year to enhance our instructional program. We implemented a Saturday Academy, a writing program facilitated by award winning teachers from CCSD; PACT Blitz, a program designed to provide daily individualized assistance after school; PACT Camp, a yearly after-school program paid for out of Title One funds, and RIT band instruction, a five month program geared to provide daily small group instruction in all MAP goal areas.

We are pleased to inform the community of our many parent and community partnerships. This year, the East Cooper Democrats supported our instructional program by providing mentors, resources, and materials to support our students, parents and teachers. Mentors from the Charleston County Air Force Base assisted us weekly by providing one-on-one tutoring to many of our boys. Our collaboration with the Charleston County First Steps proved to be successful because of the positive impact that it had with many of our parents. Several parents participated in the GED program that First Steps funded and received helpful strategies to assist their children at home. Finally, we are always appreciative of the resources that our business partner, Berkeley Electric Cooperative, provides each year.

Another initiative that has proven to be successful this year is our commitment to the S.C. Reading First Grant. Reading First has enabled us to increase our media center collection age, and provide extensive classroom libraries that are well equipped with non-fiction and fiction text in all primary classrooms.

It is our hope that we will have significant gains on our PACT scores this year due to the commitment of all of our stakeholders. We continue to seek support from all members of the community to ensure that we achieve excellence. With all of us working together, we are confident that St. James-Santee Elementary will become an award winning school.

Lerah Lee, Principal  
 Author Phyll, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	25	39	28
Percent satisfied with learning environment	48.0%	84.6%	77.8%
Percent satisfied with social and physical environment	48.0%	82.1%	66.7%
Percent satisfied with school-home relations	20.0%	89.7%	67.9%

\*Only students at the highest elementary school grade level at this school and their parents were included.